<div style="border:2px solid black; padding:10px;">

Domain A: School Academic Performance

There is demonstrated commitment to long-range, continuous improvement and to the expectation that all students will meet high academic standards.

Standard 1 – Curriculum	**Standard 2 – Classroom Evaluation/Assessment**	**Standard 3 – Instruction**

Domain B: School Learning Environment

The school culture reflects a common vision to provide quality teaching and learning for every child and staff member in a supportive and safe environment.

Standard 4 – School Culture	**Standard 5 – Support for the School**	**Standard 6 – Professional Development and Evaluation**

Domain C: School Leadership/Governance/NCLB School Improvement Committee

The school leaders have organized the school by focusing on teaching and learning through (a) the communication of a clear vision, mission and goals, (b) maximizing use of all available resources; (c) creating a learning culture with high performance expectations and (d) effective planning with input from the school community (all stakeholders).

Standard 7 - Leadership

</div>

	PERFORMANCE LEVELS	
4	**Exemplary Level of Development and Implementation**	The practice is completely implemented, systemic and coherent in every classroom, program, or role by every teacher or appropriate staff member, across the school.
3	**Fully Functioning and Operational Level of Development and Implementation**	There is a high degree of implementation that is systemic, but it may not be coherent or of the highest quality in every classroom and by every teacher or appropriate staff member or program. (When dealing with instruction, 75 per cent or more of the staff demonstrate high quality).
2	**Limited Development or Partial Implementation**	The practice is of fair quality, mixed implementation, immature practice, sporadic implementation by some
1	**Little Development and Implementation**	The practice is of poor quality, low level of implementation, new program, by a few.
0	**No Development or Implementation**	No score: it is not in practice.

SCHOOL ACADEMIC PERFORMANCE
There is demonstrated commitment to long-range, continuous improvement and to the expectation that all students will meet high academic standards.
Standard 1 – Curriculum

DISTRICT - Standard 1 – Curriculum: The district's rigorous, intentional and aligned curriculum is fully implemented at the school.		
Criteria for Standard 1	**What It Looks Like (Detailed Evidence of Criteria)**	**1.1**
Indicator 1.1	The district curriculum is aligned with the NJ CCCS (that provide a coherent vision for what students should know and be able to do) and specifies the content to be mastered. (DO NOT ADDRESS IF THE DISTRICT HAD A QSAC REVIEW.)	**Rating**
Essential Question	*Is there a district curriculum that is aligned with the New Jersey Core Curriculum Content Standards (NJ CCCS)?*	
1. The curriculum intentionally stresses deep understanding of important concepts.		
2. The curriculum intentionally stresses the development of essential skills.		
3. The key concepts of the district's curricula are clear and specific by grade and subject.		
4. The curriculum is academically rigorous, non-repetitive and moves forward substantially.		
5. The curriculum has explicit links to continuing education, life and career options.		
6. The curriculum has appropriate interventions that are aligned with high academic standards for all students, including special education and ELL.		
7. The district regularly updates the aligned NJ CCCS curriculum and specifies the content to be mastered by grade and subject, including benchmarks, interim assessments.		
8. The district regularly updates the aligned NJ CCCS curriculum and specifies the content to be mastered by secondary education students and ensures that all students take courses with sufficient academic rigor to prepare for college preparatory courses and pass the HSPA and provides specific links to life and career options.		

DATA COLLECTION

DOCUMENTS	Place X in box if viewed:	NOTES
District curriculum guides for math and language arts literacy		

1.1 Suggested Interview Question(s) and Interviewees	
We haven't seen evidence of (insert a personalized version of an indicator or a standard here). Could you tell me where we might find it or could you tell me about it?	
Suggested Interviewees:	Place X in box if interviewed:
District Administrators	
Teachers	
Paraprofessionals	
School Support (custodians, security, secretaries, cafeteria)	
Student Support (guidance, nurse, social worker, CST)	
*District Staff (specify) District content coaches	
*Other School content coaches_____	

Notes from Interviews:

**** Generic question: "We haven't seen evidence of (insert a personalized version of an indicator or a standard here). Could you tell me where we might find it or could you tell me about it?"

- The individual team member charged with that standard would need to personalize the question, depending on the findings.
- An example: In looking at 2.3.1 we don't find any analysis of disaggregated student assessment data or action plans based on that analysis. The specific question would be "We don't see evidence of any action plans based on the analysis of disaggregated student assessment results. Could you tell me where we might find such analysis and action plans or could you talk with me about how you use disaggregated assessment data?

Possible Recommendation and Strategy	
Recommendation	
Strategy	
Research related to Strategy	

Standard 1 – Curriculum: The district's rigorous, intentional and aligned curriculum is fully implemented in the school programs.	1.2 Rating:
Indicator 1.2	The district curriculum is implemented at the school.
Essential Question	*Do all teachers use the curriculum in planning instruction?*

1. Discussions are regularly held within the school regarding curriculum standards and their articulation across grade levels and content areas.	
2. The curriculum standards are readily available and are reflected in instructional planning.	
3. Teachers regularly use the curriculum to decide what to teach and when to teach it.	
4. Teachers are aware of and use additional resources and materials to support the curriculum.	

DATA COLLECTION

DOCUMENTS	Place X in box if viewed:	NOTES
District curriculum guides for math and language arts literacy		
Minutes of grade level, vertical/cluster and faculty meetings where there is a discussion of curriculum standards and their articulation in the school		

1.2 Suggested Interview Question(s) and Interviewees **(see last page of document)	
We haven't seen evidence of (insert a personalized version of an indicator or a standard here). Could you tell me where we might find it or could you tell me about it?	
Suggested Interviewees:	Place X in box if interviewed:
School Administrators	
Teachers	
Paraprofessionals	
School Support (custodians, security, secretaries, cafeteria)	
Student Support (guidance, nurse, social worker, CST)	
Students	
Parents	
*District Staff (specify) District content coaches	
*Other School content coaches_____	

Notes from Interviews:

**** Generic question: "We haven't seen evidence of (insert a personalized version of an indicator or a standard here). Could you tell me where we might find it or could you tell me about it?"

▪ The individual team member charged with that standard would need to personalize the question, depending on the findings.

▪ An example: In looking at 2.3.1 we don't find any analysis of disaggregated student assessment data or action plans based on that analysis. The specific question would be "We don't see evidence of any action plans based on the analysis of disaggregated student assessment results. Could you tell me where we might find such analysis and action plans or could you talk with me about how you use disaggregated assessment data?

Possible Recommendation and Strategy	
Recommendation	
Strategy	
Research related to Strategy	

Standard 1 – Curriculum: The district's rigorous, intentional and aligned curriculum is fully implemented in the school programs.	1.3
	Rating:
Indicator 1.3	There is a process to monitor the implementation of the curriculum.
Essential Question	*Is there a process to ensure that the curriculum is fully implemented?*

1. The district curriculum supervisors and school level leaders monitor the implementation of the curriculum through regularly documented classroom visits.	
2. The data from classroom visits is regularly analyzed (minimally twice a year) and appropriate feedback given to the district to inform curricular adjustments when trends have been identified at this school.	

DATA COLLECTION

DOCUMENTS	Place X in box if viewed:	NOTES
Logs of classroom walkthroughs that focus on implementation of curriculum.		

11/1/07

6

1.3 Suggested Interview Question(s) and Interviewees	
We haven't seen evidence of (insert a personalized version of an indicator or a standard here). Could you tell me where we might find it or could you tell me about it?	
Suggested Interviewees:	Place X in box if interviewed:
*School Administrators	
Teachers	
Paraprofessionals	
School Support (custodians, security, secretaries, cafeteria)	
Student Support (guidance, nurse, social worker, CST)	
Students	
Parents	
*District Staff (specify) Content coaches	
* Other School Content coaches	

Notes from Interviews:

Possible Recommendation and Strategy	
Recommendation	
Strategy	
Research related to Strategy	

2007-2008 NEW JERSEY TEACHING AND LEARNING TOOL

Standard 1 – Curriculum: The district's rigorous, intentional and aligned curriculum is fully implemented in the school programs.	1.4 Rating:
Indicator 1.4 — The school ensures that all students have access to the district's common academic core.	
Essential Question — *What evidence exists that all students have access to the district's common academic core?*	

1. The implemented curriculum in self-contained special education and ELL classes accommodates the learning needs of all students while maintaining expectations for high academic performance.	
2. Course offerings (including gifted and talented, AP and specialized courses) provide opportunities for all students to access NJ CCCS.	

DATA COLLECTION

DOCUMENTS	Place X in box if viewed:	NOTES
Lesson plans of SPED self-contained classroom and ELL teachers – look to see if the district curriculum is faithfully implemented in these plans		
List of course offerings for students		

1.4 Suggested Interview Question(s) and Interviewees	
We haven't seen evidence of (insert a personalized version of an indicator or a standard here). Could you tell me where we might find it or could you tell me about it?	
Suggested Interviewees:	Place X in box if interviewed:
*School Administrators	
Teachers	
Paraprofessionals	
School Support (custodians, security, secretaries, cafeteria)	
Student Support (guidance, nurse, social worker, CST)	
Students	
Parents	
*District Staff (specify): Content coaches	
Other _____	

Notes from Interviews:

Possible Recommendation and Strategy	
Recommendation	
Strategy	
Research related to Strategy	

Standard 2 - Classroom Evaluation/Assessment: Multiple evaluation and assessment strategies are used to continuously monitor and modify instruction to meet student needs and support proficient student work.	2.1
	Rating:
Indicator 2.1	Multiple classroom assessments are frequent, rigorous and aligned with core content standards
Essential Question	*Are assessments designed to measure performance in ways that advance learning through the development of critical thinking and problem solving skills?*

1. Teachers use a variety of methods to assess and monitor the progress of their students' learning (e.g., tests, quizzes, assignments, exhibitions, projects, performance tasks, portfolios) and meaningful feedback is given to students for their learning.	
2. Assessment strategies are embedded in instruction. (Daily, teachers use focused, informal assessments of how students are succeeding, e.g. slates, thumbs up.)	
3. All teachers use common, frequent assessments to benchmark key concepts and skills (what students should know and be able to do.)	
4. Benchmark assessments (school-created, district-created) are used to gauge performance at regular intervals.	
5. Teachers use portfolio assessments to assess student growth over time.	

DATA COLLECTION

DOCUMENTS	Place X in box if viewed:	NOTES
Student folders that contain examples of the various types of assessment and feedback given to students		
Benchmark assessments		
Student portfolios		
IEPs		

2.1 Suggested Interview Question(s) and Interviewees	
We haven't seen evidence of (insert a personalized version of an indicator or a standard here). Could you tell me where we might find it or could you tell me about it?	
Suggested Interviewees:	Place X in box if interviewed:
*School Administrators	
Teachers	
Paraprofessionals	
School Support (custodians, security, secretaries, cafeteria)	
Student Support (guidance, nurse, social worker, CST)	
Students	
Parents	
District Staff (specify)	
Other _____	

Notes from Interviews:

Possible Recommendation and Strategy	
Recommendation	
Strategy	
Research related to Strategy	

Standard 2 - Classroom Evaluation/Assessment: Multiple evaluation and assessment strategies are used to continuously monitor and modify instruction to meet student needs and support proficient student work.	**2.2** Rating:
Indicator 2.2	**Students can articulate the expectations, know requirements and assess their own and others' work.**
Essential Question	*How do students know what is expected and are they able to articulate expectations share their work and reflect on others' work?*

1. Teachers use standards based exemplars, scored with rubric scores, to show students what high quality work looks like.	
2. Appropriate rubrics and their use for all content areas are evident.	
3. Rubrics and other assessments are clearly communicated to students and families and adult caregivers.	
4. Students routinely interact with other students to demonstrate their own competence and to engage in peer assessment.	
5. Students revise their work based on meaningful feedback from teachers and peers until they meet or exceed the performance standard or level.	

DATA COLLECTION

DOCUMENTS	Place X in box if viewed:	NOTES
Exemplars		
Student journals and/or exit tickets		
Student portfolios which show work revisions demonstrating student growth		

2.2 Suggested Interview Question(s) and Interviewees	
We haven't seen evidence of (insert a personalized version of an indicator or a standard here). Could you tell me where we might find it or could you tell me about it?	
Suggested Interviewees:	Place X in box if interviewed:
School Administrators	
Teachers	
Paraprofessionals	
School Support (custodians, security, secretaries, cafeteria)	
Student Support (guidance, nurse, social worker, CST)	
*Students	
Parents	
District Staff (specify)	
Other _____	

Notes from Interviews:

Possible Recommendation and Strategy	
Recommendation	
Strategy	
Research related to Strategy	

Standard 2 - Classroom Evaluation/Assessment: Multiple evaluation and assessment strategies are used to continuously monitor and modify instruction to meet student needs and support proficient student work.	**2.3** Rating:
Indicator 2.3	**Test scores are used to identify gaps and adjust instructional practice for all subgroups.**
Essential Question	*How is assessment data used to drive instructional practice and student placement and to address student needs?*

1. Disaggregated student assessment results (skill cluster scores and other data) are rigorously analyzed to establish a plan of action to address identified needs and to modify instructional practice as needed for all students and sub-groups.	
2. Teachers regularly collaborate vertically and horizontally to analyze the results of benchmark assessments in order to modify instruction.	

DATA COLLECTION

DOCUMENTS	Place X in box if viewed:	NOTES
Samples of analysis of disaggregated test scores and plans of action to address identified needs		
Minutes of grade level, vertical/cluster, and/or faculty meetings where teachers collaborate to analyze benchmark test results and plan to modify instruction		

2.3 Suggested Interview Question(s) and Interviewees	
We haven't seen evidence of (insert a personalized version of an indicator or a standard here). Could you tell me where we might find it or could you tell me about it?	
Suggested Interviewees:	Place X in box if interviewed:
School Administrators	
*Teachers	
Paraprofessionals	
School Support (custodians, security, secretaries, cafeteria)	
Student Support (guidance, nurse, social worker, CST)	
Students	
Parents	
District Staff (specify)	
*Other: School content coaches	

Notes from Interviews:

Possible Recommendation and Strategy	
Recommendation	
Strategy	
Research related to Strategy	

Standard 3 – Instruction: There is evidence that effective and varied instructional strategies/activities are used in all classrooms that are continuously monitored and aligned with individual student needs.	**3.1** Rating:
Indicator 3.1	**Instructional strategies include a variety of challenging and engaging activities.**
Essential Question	To what extent are all students engaged in learning? To what extent do special program teachers (e.g. ELL, Title I, special education, G&T) collaborate with regular education teachers?

1. Instructional delivery engages and challenges all students.	
2. Instructional time is well used and begins and ends according to schedule.	
3. To reach all students, all teachers (including special subject teachers, i.e., PE, art, music, basic skills) draw from a common set of instructional strategies and activities that support the diverse populations, including special education, basic skills and ELL, such as:	
o direct instruction, differentiated instruction, cooperative learning, simulations, use of manipulatives	
o higher level inquiry, project-based learning, hands-on learning, student choice,	
o integrated technology - to do research and analyze data, read more than textbooks, and understand how to solve complex problems	
o guided reading and other balanced literacy strategies	
4. Homework is frequent, monitored, tied to instructional practice and meaningfully extends the learning.	
5. Teachers foster curiosity and creativity by integrating creative activities in their lessons: current technologies, visual and performing arts, physical activity	
6. Teachers differentiate instruction to provide opportunities for each student to understand and to demonstrate mastery of what's taught.	
o Accelerated, short-term interventions for students with similar needs are fluid and monitored. (To prevent permanent tracking.)	
o Flexible scheduling enables students to engage in academic interventions, extended projects, hands-on experiences and inquiry-based learning.	
7. Best practices for co-teaching in inclusion classes are evident.	
8. Study and organizational skills are intentionally taught.	
9. Teachers make connections across the disciplines to reinforce important concepts and assist students in applying what they have learned to solve real-world problems/challenges.	

DATA COLLECTION

DOCUMENTS	Place X	NOTES
Unit plans		
Homework assignments		
Lesson plans showing modifications for individual students		

3.1 Suggested Interview Question(s) and Interviewees	
We haven't seen evidence of (insert a personalized version of an indicator or a standard here). Could you tell me where we might find it or could you tell me about it?	
Suggested Interviewees:	Place X in box if interviewed:
School Administrators	
Teachers	
Paraprofessionals	
School Support (custodians, security, secretaries, cafeteria)	
Student Support (guidance, nurse, social worker, CST)	
Students	
Parents	
District Staff (specify)	
Other _____	

Notes from Interviews:

Possible Recommendation and Strategy	
Recommendation	
Strategy	
Research related to Strategy	

Standard 3 – Instruction: There is evidence that effective and varied instructional strategies/activities are used in all classrooms that are continuously monitored and aligned with individual student needs.	**3.2**
	Rating:

Indicator 3.2	Learning goals are evident and provide focus for student learning.
Essential Question	*Have learning goals for each student been developed and prioritized according to NJ CCCS? How are they developed?*

1. Instructional strategies/activities are aligned with learning goals.	
2. Instructional delivery communicates *what* is being taught.	
3. Instructional delivery communicates *why* the concept is being taught.	
4. Instructional delivery purposefully reviews skills, knowledge and concepts already learned.	
5. Individual students can articulate their learning goals.	

DATA COLLECTION

DOCUMENTS	Place X in box if viewed:	NOTES
Lesson plans		
Samples of Teacher Observations		

3.2 Suggested Interview Question(s) and Interviewees	
We haven't seen evidence of (insert a personalized version of an indicator or a standard here). Could you tell me where we might find it or could you tell me about it?	
Suggested Interviewees:	Place X in box if interviewed:
School Administrators	
*Teachers	
Paraprofessionals	
School Support (custodians, security, secretaries, cafeteria)	
Student Support (guidance, nurse, social worker, CST)	
Students	
Parents	
District Staff (specify)	
Other _____	

Notes from Interviews:

Possible Recommendation and Strategy	
Recommendation	
Strategy	
Research related to Strategy	

Standard 3 – Instruction: There is evidence that effective and varied instructional strategies/activities are used in all classrooms that are continuously monitored and aligned with individual student needs.	**3.3** Rating:
Indicator 3.3	**Teachers demonstrate necessary content knowledge and pedagogy.**
Essential Question	*What evidence is there that all teachers have a deep knowledge and understanding of their content and how to teach it?*

1. Teachers demonstrate necessary content knowledge and use best practices to deliver key concepts to each student.	
2. in any class and at any time teachers can explain the importance of what they are teaching and how it will affect students' achievement	
3. Teachers use an interdisciplinary approach where appropriate to reinforce important concepts and skills and to address real-world problems.	
4. Teachers demonstrate appropriate spoken and written language skills in classrooms and all communications.	
5. Teachers are proficient in classroom management techniques.	
6. Teachers in the school meet the state Highly Qualified Teacher (HQT) standards.	
7. Paraprofessionals meet state Highly Qualified Teacher Assistant (HQTA) standards.	
8. Teachers are certified to teach in the area in which they are teaching.	
9. Teachers are performing the duties for which they are hired.	

DATA COLLECTION

DOCUMENTS	Place X in box if viewed:	NOTES
Samples of unit plans		
Samples of lesson plans		
Analysis of the data about HQT status of teachers and plan to address teachers who do not meet the HQT standard		
Analysis of the data about content certification status of teachers and plan to address teachers who do not meet the content certification standard		
Analysis of the need for greater proficiency in classroom management techniques and the plan for addressing this need		
Analysis of the data about standards status of paraprofessionals and plan to address paraprofessionals		

who do not meet the HQTA standard		

3.3 Suggested Interview Question(s) and Interviewees

We haven't seen evidence of (insert a personalized version of an indicator or a standard here). Could you tell me where we might find it or could you tell me about it?

Suggested Interviewees:	Place X in box if interviewed:
School Administrators	
Teachers	
Paraprofessionals	
School Support (custodians, security, secretaries, cafeteria)	
Student Support (guidance, nurse, social worker, CST)	
Students	
Parents	
*District Staff (specify) Content coaches	
Other _____	

Notes from Interviews:

Possible Recommendation and Strategy	
Recommendation	
Strategy	
Research related to Strategy	

Standard 3 – Instruction: There is evidence that effective and varied instructional strategies/activities are used in all classrooms that are continuously monitored and aligned with individual student needs.	**3.4**
	Rating:
Indicator 3.4	**Technology is incorporated into the school organizational and instructional practices.**
Essential Question	*How is technology used in the organizational and instructional practices of the school?*

1. The school's technology plan clearly identifies technology's purpose in organization and instruction.	
2. Teachers effectively use a variety of technologies in their essential instructional practices as reflected in their lesson plans.	
3. Teachers effectively use a variety of technologies to extend learning and increase productivity.	
4. Students use a variety of technologies to extend learning and create products for various purposes, audiences and situations.	
5. Other instructional and leadership staff members effectively use a variety of technologies to extend learning, increase productivity, and create products for various purposes, audiences and situations.	

DATA COLLECTION

DOCUMENTS	Place X in box if viewed:	NOTES
School technology plan		
Lesson plans showing intentional use of technology		
Samples of student folders that include technology-created work products		
Samples of the work products that demonstrate the use of technology by other instructional and leadership staff		

3.4 Suggested Interview Question(s) and Interviewees	
We haven't seen evidence of (insert a personalized version of an indicator or a standard here). Could you tell me where we might find it or could you tell me about it?	
Suggested Interviewees:	Place X in box if interviewed:
School Administrators	
*Teachers	
Paraprofessionals	
School Support (custodians, security, secretaries, cafeteria)	
Student Support (guidance, nurse, social worker, CST)	
Students	
Parents	
District Staff (specify)	
*Other: School technology coordinator	

Notes from Interviews:

Possible Recommendation and Strategy	
Recommendation	
Strategy	
Research related to Strategy	

Standard 4 – School Culture: The school functions as an effective learning community and supports a climate conducive to performance excellence.	4.1
	Rating:
Indicator 4.1	The school community supports a safe, equitable and healthy learning environment.
Essential Question	*Are clear and fair rules and policies in place to support a safe, equitable and healthy learning environment?*

1. The school is a healthy, equitable and safe environment.	
2. Students are respectful of one another and all adults in the school community.	
3. Staff members are respectful of students and other adults in the school community.	
4. School rules are clear, fair, consistently applied, aligned with district policy (if applicable) and posted.	
5. School rules are routinely shared with families, adult caregivers and the entire school community.	
6. The suspension rate and disciplinary referrals for this school are below the state average.	
7. I&RS or PRC members routinely analyze and act upon referral and suspension data to ensure equitable application of school rules.	
8. The incidence of bullying, sexual harassment and gang activity is low because programs are in place to prevent them.	

DATA COLLECTION

DOCUMENTS	Place X in box if viewed:	NOTES
School rules		
Student referral and suspension data – analyzed by infraction type and frequency and by subgroups.		
Intervention plans for individual students		
Description of the various ways rules are shared with the school community		
Minutes of IR&S or PRC meetings addressing analysis of referral and suspension data		
Descriptions of programs that have been implemented to prevent bullying, sexual harassment and gang activity		

4.1 Suggested Interview Question(s) and Interviewees	
We haven't seen evidence of (insert a personalized version of an indicator or a standard here). Could you tell me where we might find it or could you tell me about it?	
Suggested Interviewees:	Place X in box if interviewed:
School Administrators	
*Teachers	
Paraprofessionals	
School Support (custodians, security, secretaries, cafeteria)	
Student Support (guidance, nurse, social worker, CST)	
*Students	
*Parents	
District Staff (specify)	
Other _____	

Notes from Interviews:

Possible Recommendation and Strategy	
Recommendation	
Strategy	
Research related to Strategy	

Standard 4 – School Culture: The school functions as an effective learning community and supports a climate conducive to performance excellence.		**4.2** Rating:
Indicator 4.2	The members of the school community, including school leadership, instructional staff, students, parents/adult caregivers and partners, possess and cultivate the collective will to persevere, believing it is their business to produce increased achievement and advancement of all students.	
Essential Question	How d*oes the school community express high expectations for all its members?*	
1. The school community, including leadership, staff, parents/adult caregivers and students, demonstrate through behavior and language, high expectations for staff and students.		
2. Instructional staff members are given opportunities and feedback regarding how to demonstrate high expectations for all students		
3. The school staff demonstrates a professional commitment to student advancement.		
o all staff identify and pursue needed individual professional development maintaining and/or leading to HQT status and furthering their competencies in instructional practice		
o all staff maintain high attendance		
o teachers incorporate well-developed procedures and routines for effective classroom management		
o teachers continue to develop skill in recognizing student problems		
4. The school counselor, as a member of the academic team and in collaboration with the I&RS or PRC, proactively monitors individual student academic and behavioral progress and arranges interventions.		
o school counselors are trained to recognize and handle student problems		

DATA COLLECTION

DOCUMENTS	Place X in box if viewed:	NOTES
Samples of communications regarding high expectations		
Analysis of teacher attendance and relationship between teacher attendance and student advancement		
Samples of classroom management policies and procedures		
Samples of professional development materials addressing the development of teachers' skills in recognizing student problems		
Samples of individual student intervention plans		
Samples of professional development materials addressing the development of counselors' skills in recognizing student problems		

4.2 Suggested Interview Question(s) and Interviewees	
We haven't seen evidence of (insert a personalized version of an indicator or a standard here). Could you tell me where we might find it or could you tell me about it?	
Suggested Interviewees:	Place X in box if interviewed:
School Administrators	
*Teachers	
Paraprofessionals	
School Support (custodians, security, secretaries, cafeteria)	
Student Support (guidance, nurse, social worker, CST)	
*Students	
*Parents	
District Staff (specify)	
Other _____	

Notes from Interviews:

Possible Recommendation and Strategy	
Recommendation	
Strategy	
Research related to Strategy	

Standard 4 – School Culture: The school functions as an effective learning community and supports a climate conducive to performance excellence.	**4.3** Rating:
Indicator 4.3	A personalized environment is purposefully established for students in order for them to (a) learn about their strengths (intellectual, ethical, social and physical), (b) discover and demonstrate their own competence, and (c) plan for their future.
Essential Question	*Has this school intentionally personalized its environment? What evidence do we have that our students are satisfied with the school?*

a) learn about their strengths (intellectual, ethical, social and physical)	
1. Students at all grade levels have structured daily opportunities to address issues in their own lives, their community and their world.	
2. Students at all grade levels learn and are given the opportunity to make informed choices, work collaboratively and resolve conflicts.	
3. School staff members demonstrably encourage student involvement in their learning.	
4. In middle and high schools, adults and students are grouped into smaller communities (i.e. teams, houses, academies), characterized by stable, close and mutually respectful relationships that enhance teaching and learning.	
5. Every student in middle and high school has a mentor, advisor, advocate, or other adult he/she trusts and stays in relationship with throughout the school experience.	
b) discover and demonstrate their own competence	
1. There is evidence that most students are attentive in class, engaged in extra-curricular activities and are happy to be in school.	
2. All students have a say, or have legitimate representation, in what happens at school.	
3. Students participate in projects to improve their school, community, state, nation and world.	
4. Students take an active role in school-family conferences.	
c) plan for their future	
1. Families and adult caregivers understand the importance of what their students are learning and how it will affect their futures.	
2. Students know that the school's reward system is designed to value diversity, civility, service and democratic citizenship.	

DATA COLLECTION

DOCUMENTS	Place X in box if viewed:	NOTES
Analysis of student attendance and tardiness and relationship to student engagement		
Student survey analysis		
Description of the formation and support of small learning communities		
Family and/or guardian survey analysis		
School advocacy plan		
Vehicles and plans to provide opportunities for students to have a say		
Samples of descriptions of student projects demonstrating involvement in the larger community		
Agendas and/or plans for advisory meetings and/or morning message sessions		
Description of student role in school-family conferences		
Analysis of frequency of student attendance at school-family conferences		
Samples of plans for providing students with opportunities to make informed choices, work collaboratively and resolve conflicts		

4.3 Suggested Interview Question(s) and Interviewees	
We haven't seen evidence of (insert a personalized version of an indicator or a standard here). Could you tell me where we might find it or could you tell me about it?	
Suggested Interviewees:	Place X in box if interviewed:
School Administrators	
Teachers	
Paraprofessionals	
School Support (custodians, security, secretaries, cafeteria)	
Student Support (guidance, nurse, social worker, CST)	
Students	
Parents	
District Staff (specify)	
Other _____	

Notes from Interviews:

Possible Recommendation and Strategy	
Recommendation	
Strategy	
Research related to Strategy	

Standard 5 – Support for the School The school community develops alliances with families, higher education and community organizations to enhance and support the well-being of children.	**5.1** Rating:

Indicator 5.1	**There is a program of educational support services for student support.**
Essential Question	*Does the school have a program of aligned support services that fully support the well-being of children? What structures are in place for serving special populations (e.g., ELL, Title I, special education, gifted and talented) students? To what extent are staff members trained to meet the needs of these special populations?*

1. Students have multiple opportunities to succeed and receive extra help as needed, such as: co-teaching or collaborative resource mode; support and intervention classes; before- and after-school tutoring; homework centers; small group targeted instruction; more time to learn the content, concepts or skills.	
2. The school purposefully aligns after school academic programs with the district's curriculum.	
3. The school purposefully utilizes individual student assessment data to determine after school program instruction.	
4. Using a developed and articulated process and tool the school purposefully monitors and assesses student performance in after school programs and utilizes the data to inform regular program classroom instruction.	
5. Students who are eligible for Supplemental Education Services (SES) have been given the opportunity to receive them or are receiving them.	

DATA COLLECTION

DOCUMENTS	Place X in box if viewed:	NOTES
Description of school-wide programs to support learning		
Description of alignment of after-school programs to curriculum		
Description of the alignment of the results of the analysis of individual student assessment data to the design of after school programs.		
Documents describing how after school program assessment data is fed back to the regular classroom teacher		
Samples of communications to families about school's goals and student responsibilities in meeting those goals		
Annotated list of SES provided to students, analysis of which students are eligible, which students receive the services and the attendance of those students.		

5.1 Suggested Interview Question(s) and Interviewees	
We haven't seen evidence of (insert a personalized version of an indicator or a standard here). Could you tell me where we might find it or could you tell me about it?	
Suggested Interviewees:	Place X in box if interviewed:
School Administrators	
Teachers	
Paraprofessionals	
School Support (custodians, security, secretaries, cafeteria)	
*Student Support (guidance, *nurse, social worker, CST, *IR&S, *PRC)	
Students	
Parents	
District Staff (specify)	
Other _____	

Notes from Interviews:

Possible Recommendation and Strategy	
Recommendation	
Strategy	
Research related to Strategy	

Standard 5 – Support for the School The school community develops alliances with families, higher education and community organizations to enhance and support the well-being of children.	**5.2** Rating:

Indicator 5.2	There is a program of family/adult caregiver support services.
Essential Question	To what extent does the school maintain a positive relationship with parents and communicate frequently about their children including the need for supplemental services and providers that are available?

1. The administrators and teachers inform families and community members about the school's goals for student success and the students' responsibility for meeting those goals.	
2. Families or adult caregivers are informed, included and involved as partners and decision-makers in their children's education.	
3. Staff member understand the needs of family and the community, including the family backgrounds, cultures and values.	
4. The school staff members offer parenting education activities involving families or adult caregivers.	
5. School ensures access to services and information about nutrition, healthcare, services for individuals with disabilities, and support provided by schools or community agencies.	
6. Support is provided so all families of diverse cultures and languages can attend school events. – appropriate languages - translation - childcare -transportation - meals - flexible scheduling of events - handicapped accessibility	
7. School uses multiple outreach mechanisms to inform families, and the community about school policies and programs through newsletters, slide shows, videotapes, local newspapers, websites, e-mail, radio, television, regular mail.	
8. School evaluates the effectiveness of family involvement programs and activities on a regular basis.	
9. Staff development for teachers and administrators is provided to enable them to work effectively with families as partners in the educational process.	

DATA COLLECTION

DOCUMENTS	Place X in box if viewed:	NOTES
Analysis of a survey to families		
Description of the parenting education programs offered and attendance		
Description of services provided by the nurse, counselors, resource teachers, including samples of logs and outcomes.		
Samples of a variety of communications to parents during the 2006-2007 school year		

5.2 Suggested Interview Question(s) and Interviewees	
We haven't seen evidence of (insert a personalized version of an indicator or a standard here). Could you tell me where we might find it or could you tell me about it?	
Suggested Interviewees:	Place X in box if interviewed:
School Administrators	
Teachers	
Paraprofessionals	
School Support (custodians, security, secretaries, cafeteria)	
Student Support (guidance, nurse, social worker, CST)	
Students	
Parents	
District Staff (specify)	
Other _____	

Notes from Interviews:

Possible Recommendation and Strategy	
Recommendation	
Strategy	
Research related to Strategy	

Standard 5 – Support for the School The school community develops alliances with families, higher education and community organizations to enhance and support the well-being of children.	5.3 Rating:
Indicator 5.3	There is a program of community/partnership and support.
Essential Question	Who works in partnership with the school? What do the partners contribute?

1. School staff members participate in an ongoing dialogue with community agencies and institutions of higher education to form a collaborative network of services supporting the learning needs of students.	
2. Partnerships with community organizations, educational institutions and others are created to support parent education activities.	
3. Community resources are identified and partnerships formed to further support the use of technology in the school and involve students in real world technology experiences.	

DATA COLLECTION

DOCUMENTS	Place X in box if viewed:	NOTES
Minutes from meetings held with community agencies and institutions of higher education		
Description of programs that are provided by partners		
Description of resources and partnerships and plans for further support and involvement		

5.3 Suggested Interview Question(s) and Interviewees	
We haven't seen evidence of (insert a personalized version of an indicator or a standard here). Could you tell me where we might find it or could you tell me about it?	
Suggested Interviewees:	Place X in box if interviewed:
School Administrators	
*Teachers	
Paraprofessionals	
School Support (custodians, security, secretaries, cafeteria)	
Student Support (guidance, nurse, social worker, CST)	
Students	
*Parents	
District Staff (specify)	
*Other: *School Leadership Council, *Professional Development Committee, *Partners	

Notes from Interviews:

Possible Recommendation and Strategy	
Recommendation	
Strategy	
Research related to Strategy	

DISTRICT - Standard 5 – Support for the School The school community develops alliances with families, higher education and community organizations to enhance and support the well-being of children.		
Indicator 5.4	**There is district support for the school.**	**5.4**
Essential Question	*How does the district support the schools instructional staff and leadership?*	**Rating**
Criteria for Standard 5	**What It Looks Like (Detailed Evidence of Criteria)**	

1. The district plans and allocates resources, monitors progress, provides organizational support, and removes barriers to sustain continuous school improvement.
2. The district provides the necessary support/supervision for effective implementation of the curriculum at the classroom level.
3. The district expects, encourages and supports, through funding and time, the school's participation in best practice networks, associations, learning communities and professional development focused on identified teacher and student needs.
4. The district uses disaggregated test scores from state and interim assessments to identify curriculum gaps and plan for district-provided professional development for identified school staff.
5. The district provides a standard code of conduct for students and policies and procedures for school staff.
6. The district jointly develops with, and distributes to, parents of Title I students a written parental involvement policy consistent with NCLB §1118(a).
7. The district provides instructional leadership opportunities for all principals aimed at improved student achievement, including time for sharing problems and effective practices with one another. The district identifies specific instructional leadership needs, and uses the six *Interstate School Leaders Licensure Consortium* (ISLLC) Standards for School Leaders to accomplish these goals. For Abbott districts, these needs are identified in District Report on Instructional Priorities and referenced in the Abbott regulations. (http://www.ccsso.org/projects/Interstate_School_Leaders_Licensure_Consortium/

DATA COLLECTION

DOCUMENTS	Place X in box if viewed:	NOTES
Description of programs that are provided by district		
Description of resources and plans for further support and involvement		

5.4 Suggested Interview Question(s) and Interviewees	
We haven't seen evidence of (insert a personalized version of an indicator or a standard here). Could you tell me where we might find it or could you tell me about it?	
Suggested Interviewees:	Place X in box if interviewed:
School Administrators	
*Teachers	
Paraprofessionals	
School Support (custodians, security, secretaries, cafeteria)	
Student Support (guidance, nurse, social worker, CST)	
Students	
*Parents	
District Staff (specify)	
*Other: *School Leadership Council, *Professional Development Committee, *Partners	

Notes from Interviews:

Possible Recommendation and Strategy	
Recommendation	
Strategy	
Research related to Strategy	

Standard 6-Professional Development and Evaluation: The school provides research-based, results driven professional development opportunities for staff that are consistent with the district's professional development plan and implements performance evaluation procedures in order to improve teaching and learning.	6.1 Rating:
Indicator 6.1	The school and district devote resources to content-rich professional development, which is connected to reaching and sustaining the school vision and goals for increasing student achievement and is differentiated by teacher and student needs.
Essential Question	*Is there evidence that professional learning to advance student achievement is valued? What professional development opportunities do teachers receive to assist them in implementing the curriculum?*

1. Professional development is embedded, intensive, of high quality, ongoing and relevant to various grade level education and provides opportunities for learning that increases knowledge and skills, challenges outmoded beliefs and practices, and provides support in the classroom.	
2. The district and school collaborate to identify the school's differentiated professional development needs.	
3. The district uses disaggregated test scores from state and interim assessments to identify curriculum gaps and plan for district-provided professional development for identified school staff.	
4. Professional development planning is connected to the analysis of teacher competency, i.e. what staff need to learn/know/be able to do, to address identified student academic and behavioral needs.	

5. Teachers receive professional support to improve instructional practice:
   o   classroom visitations
   o   peer coaching
   o   demonstration lessons
   o   horizontal grade level meetings
   o   vertical grade level meetings
   o   content area meetings
   o faculty meetings	

6. Instructional support staff members and teachers receive professional development in how to effectively work together.	
7. Instructional support staff members receive professional development in relevant content areas.	

8. All teachers (including ELL and special education) are provided time and structures, including professional learning communities, within the work day to engage in collaborative, formal, meaningful learning and planning, aligned with the school's vision and goals for student advancement. The focus of the work is
   o   to analyze student achievement data
   o to make decisions about rigorous curriculum implementation	

o to implement standards-based assessment practice	
o to identify effective instructional methods	
o to look at student work using a research-based protocol	
9. High quality facilitation is provided and supported for collaborative reflection and planning time.	
10. Issues of equity are intentionally addressed in all professional development activities.	
11. The district and school collaborate to identify the school's differentiated professional development needs.	
12. The district uses disaggregated test scores from state and interim assessments to identify curriculum gaps and plan for district-provided professional development for identified school staff.	

DATA COLLECTION

DOCUMENTS	Place X in box if viewed:	NOTES
Samples of logs of support services provided to teachers		
List of specific offerings matched to teachers		
Samples of documentation that show teacher development matched to school needs as well as teacher needs as identified in evaluations		
Description of opportunities for teachers and staff to learn how to work together more effectively		
Samples of professional learning plans for instructional support staff		
Master schedule		
Samples of minutes of collaborative horizontal and vertical meetings that include SPED and ELL teachers		
Samples of protocols used in collaborative meetings		

6.1 Suggested Interview Question(s) and Interviewees	
We haven't seen evidence of (insert a personalized version of an indicator or a standard here). Could you tell me where we might find it or could you tell me about it?	
Suggested Interviewees:	Place X in box if interviewed:
*School Administrators	
*Teachers	
Paraprofessionals	
School Support (custodians, security, secretaries, cafeteria)	
Student Support (guidance, nurse, social worker, CST)	
Students	
Parents	
*District Staff (specify): Head of Curriculum and Instruction	
*Other: Professional Development Committee	

Notes from Interviews:

Possible Recommendation and Strategy	
Recommendation	
Strategy	
Research related to Strategy	

Standard 6-Professional Development and Evaluation: The school provides research-based, results driven professional development opportunities for staff that are consistent with the district's professional development plan and implements performance evaluation procedures in order to improve teaching and learning.	**6.2** Rating:
Indicator 6.2	School-based professional development priorities are set by aligning the goals for student performance with the evidence of achievement and with the Professional Improvement Plans (PIP) and evaluations of teachers and the Professional Growth Plans of principals.
Essential Question	*What evidence is there that student learning is tied to teacher learning? Do teachers feel they receive adequate professional development?*

1. All staff members have a unique PIP based upon individual teacher needs related to desired student achievement outcomes.	
2. Evaluations demonstrate the connections among the teacher's PIP, data analysis of scores from the teacher's classroom and feedback from regular walkthroughs.	
3. There is evidence of a systematic process to collaboratively develop, implement and review PIPs.	
4. The principal has a Professional Growth Plan that is based upon the vision and goals for the students in the building.	

DATA COLLECTION

DOCUMENTS	Place X in box if viewed:	NOTES
Description of collaborative process of PIP development		
Samples of PIPs, teacher evaluations and analysis of student scores for teachers		

6.2 Suggested Interview Question(s) and Interviewees	
We haven't seen evidence of (insert a personalized version of an indicator or a standard here). Could you tell me where we might find it or could you tell me about it?	
Suggested Interviewees:	Place X in box if interviewed:
*School Administrators	
Teachers	
Paraprofessionals	
School Support (custodians, security, secretaries, cafeteria)	
Student Support (guidance, nurse, social worker, CST)	
Students	
Parents	
District Staff (specify)	
*Other: Professional Development Committee	

Notes from Interviews:

Possible Recommendation and Strategy	
Recommendation	
Strategy	
Research related to Strategy	

Standard 7 – Leadership and NCLB School Improvement Committee: The school leaders have organized the school by focusing on teaching and learning through (a) the communication of a clear vision, mission and goals, (b) maximizing use of all available resources; (c) creating a learning culture with high performance expectations and (d) effective planning with input from all stakeholders.		**7.1** Rating:
Indicator 7.1	Key leaders in the school facilitate a collaborative process to develop a shared mission, vision, values and goals which are understood and ingrained in the school's culture.	
Essential Question	*Are the school administrators the educational leaders who understand the linkages among educational leadership, a productive school, and positive outcomes for children?*	

1. Key decisions are made in alignment with the school's vision and goals.	
2. Key decisions are made in an efficient and timely fashion.	
3. The school leaders:	
o create collaborative faculty practices through critical friends groups, peer observation and study groups	
o ensure that regular meetings of collaborative faculty groups are intentionally focused on teaching, learning and assessment	
▪ A purposeful, focused protocol approach is used in all conversations in all professional meetings	
▪ Meeting agendas and minutes clearly link the focused conversation of the meeting to the school's vision, purpose and goals	
o establish clear goals and keeps those goals in the forefront of the school's attention	
o are continually reflective and is well-informed regarding best learning and leadership practices	
o systematically engage teachers and staff in discussions about current research and theory regarding effective schooling	
o monitor and evaluate the effectiveness of school practices and programs and their impact on student learning	
o ensure that staff receives professional development necessary for the successful execution of their jobs	
o recognize and nurture individual leadership potential among staff	
o are directly involved in the implementation and monitoring of curriculum	
▪ teachers are involved in the design and implementation of important decisions and policies regarding curriculum	
▪ extensive resources are available in all content areas to support the school's implemented curriculum	
▪ are directly involved in the design, implementation and monitoring of instruction to support the implementation of the curriculum	
▪ protecting instructional time from interruptions	
▪ protect and shelter teachers from distractions that would detract from their teaching time or focus	

▪ systematically monitor and modify the instructional program as a result of assessed student needs	
▪ systematically monitor and modify the instructional program as a result of identified teacher needs	
▪ revise staffing assignments based on changing school needs and teacher strengths	
▪ conduct systematic and frequent visits to classrooms, focused on the effective implementation of the curriculum	
4. Roles and responsibilities for the school's improvement efforts are clear.	
5. The school leaders model the effective use of technology.	

DATA COLLECTION

DOCUMENTS	Place X in box if viewed:	NOTES
Evidence of walkthroughs, including analysis of trends		
Minutes of administrative meetings		
Minutes of faculty meetings		
Minutes of SLC meetings		
Survey of teachers and administration about how key decisions are made		
Lesson plans with particular attention to feedback given to teachers		
Samples of work produced by principal using technology		

7.1 Suggested Interview Question(s) and Interviewees	
We haven't seen evidence of (insert a personalized version of an indicator or a standard here). Could you tell me where we might find it or could you tell me about it?	
Suggested Interviewees:	Place X in box if interviewed:
School Administrators	
*Teachers	
Paraprofessionals	
School Support (custodians, security, secretaries, cafeteria)	
Student Support (guidance, nurse, social worker, CST)	
Students	
Parents	
District Staff (specify)	
*Other: School Leadership Committee or NCLB school improvement committee	

Notes from Interviews:

Possible Recommendation and Strategy	
Recommendation	
Strategy	
Research related to Strategy	

Standard 7 – Leadership and NCLB School Improvement Committee: The school leaders have organized the school by focusing on teaching and learning through (a) the communication of a clear vision, mission and goals, (b) maximizing use of all available resources; (c) creating a learning culture with high performance expectations and (d) effective planning with input from all stakeholders.	**7.2** Rating:

Indicator 7.2	**There is a demonstrated and unrelenting focus on evidence-based teaching & learning.**
Essential Question	*Is the principal an educational leader who understands that formal leadership is a complex and multi-faceted role that requires moral courage, knowledge of governance and change and the ability to share leadership?*

1. The principal	
o establishes a culture of high expectations for each and every student	
o establishes a culture of high expectations for staff	
o establishes community-wide habits of mind and embeds them in the classroom, curriculum and daily life of the school	
2 All decisions for organizational practices (schedules, professional development, etc.) are made based on data collection and analysis of student need and staff strength.	

DATA COLLECTION

DOCUMENTS	Place X in box if viewed:	NOTES
Opening day packet given to staff – look to see that it includes student data and analysis and priorities set for year, goals and plans, connections between student scores, goals, professional development and school support for professional development		

7.2 Suggested Interview Question(s) and Interviewees	
We haven't seen evidence of (insert a personalized version of an indicator or a standard here). Could you tell me where we might find it or could you tell me about it?	
Suggested Interviewees:	Place X in box if interviewed:
School Administrators	
*Teachers	
Paraprofessionals	
School Support (custodians, security, secretaries, cafeteria)	
Student Support (guidance, nurse, social worker, CST)	
Students	
Parents	
District Staff (specify)	
*Other: School Leadership Committee or NCLB school improvement committee	

Notes from Interviews:

Possible Recommendation and Strategy	
Recommendation	
Strategy	
Research related to Strategy	

Standard 7 – Leadership and NCLB School Improvement Committee: The school leaders have organized the school by focusing on teaching and learning through (a) the communication of a clear vision, mission and goals, (b) maximizing use of all available resources; (c) creating a learning culture with high performance expectations and (d) effective planning with input from all stakeholders.	**7.3** Rating:	
Indicator 7.3	**Culture of trust, continuous improvement and accountability for performance**	
Essential Question	*Haves key school leaders established a culture of trust and institutionalized a commitment to continuous improvement and accountability for performance?*	

1. The school leaders	
o are willing to and actively challenge the status quo	
o operate from strong ideals and beliefs about schooling and systematically consider new and better ways of doing things	
o foster shared beliefs, cohesion, well-being and cooperation among teachers and staff	
o systematically and fairly recognize accomplishments of teachers and staff	
a. systematically and fairly recognize accomplishments of students	
o systematically and fairly acknowledge failures of the school	
o are directly involved in the design, implementation and monitoring of assessment practices	
▪ ensure data are analyzed, disaggregated and applied to assist teachers in adjusting their instructional practices	
▪ ensure that educational research is used to validate data analysis and to support instructional practices	
▪ with the SLC or NCLB planning committee systematically reviews disaggregated data to adjust instructional practices	
2. Structures and communication processes are in place to facilitate effective transitions for all students entering and leaving school.	
3. The school leaders are directly involved in the recruitment, hiring and placement of staff.	
o teachers are hired, inserviced and assigned based on student need	
o the most skillful and highly trained teachers are assigned to the most challenged schools	
o within the school the most skillful and highly trained teachers are assigned to the most challenged students	
4. Shared, distributed and sustained leadership propels the school forward and preserves its institutional memory and purpose.	
5. Constituent groups regularly communicate with their school-based governance body representatives regarding school	

issues and decisions.	
6. The school leaders demonstrate the skills necessary to leading a continuous school improvement process.	
o the adults in the school are provided time and frequent opportunities to enhance student achievement by working with colleagues to deepen their knowledge and to improve their standards-based practice	
o the school leaders facilitate the development of the school-based strategic action plan utilizing systems thinking to incorporate the school's vision, purpose and goals, the title 1 unified plan, NCLB school improvement plan and/or report on instructional priorities, the professional development plan and other mandated plans	
o the school-based strategic action plan includes a program of benchmark review to assess and evaluate the effectiveness of the plan and to realign it when necessary	
o there is an annual collaborative process to review the school-based strategic plan	
o leadership team's planning process involves collecting, analyzing, applying and disseminating data	
7. School and district work collaboratively to bring coherence to curriculum, instruction, assessment, intervention, data collection, analysis and accountability for student achievement.	
8. There is an established process for aligning professional development, the Professional Improvement Plan (PIP) and teacher evaluation with the analysis of student data.	
9. There are deliberate vertical articulation and transition programs between feeder elementary schools and destination high schools.	

DATA COLLECTION

DOCUMENTS	Place X in box if viewed:	NOTES
Description of recognition programs		
Transition plans for students and staff entering and leaving school		
School Improvement Plan – with focus on the evaluation component		
Description of articulation with feeder and receiving schools		
Samples of communications with feeder and receiving schools		

7.3 Suggested Interview Question(s) and Interviewees	
We haven't seen evidence of (insert a personalized version of an indicator or a standard here). Could you tell me where we might find it or could you tell me about it?	
Suggested Interviewees:	Place X in box if interviewed:
School Administrators	
*Teachers	
Paraprofessionals	
School Support (custodians, security, secretaries, cafeteria)	
Student Support (guidance, nurse, social worker, CST)	
Students	
Parents	
District Staff (specify)	
*Other: School Leadership Committee or NCLB school improvement committee	

Notes from Interviews:

Possible Recommendation and Strategy	
Recommendation	
Strategy	
Research related to Strategy	

Standard 7 – Leadership and NCLB School Improvement Committee: The school leaders have organized the school by focusing on teaching and learning through (a) the communication of a clear vision, mission and goals, (b) maximizing use of all available resources; (c) creating a learning culture with high performance expectations and (d) effective planning with input from all stakeholders.	**7.4** Rating:

Indicator 7.4	School leadership and the NCLB school improvement committee plan effectively by communicating a clear purpose, direction and strategies focused on teaching and learning through the development, implementation and evaluation of the following: vision, goals, and the NCLB school improvement plan.
Essential Question	*How is distributed leadership demonstrated and what evidence do you have that it is effective?*

1. A democratic, school-based governance body (NCLB school improvement committee) includes stakeholders from all relevant cultural, racial, ethnic, linguistic, special needs, socio-economic backgrounds, all grade levels and specialty areas.	
o the school-based governance body (NCLB school improvement committee) uses protocols to ensure that all constituent voices are honored	
o all constituent groups can clearly articulate the school's vision and decision-making process	
o the school-based governance body (NCLB school improvement committee) has the authority to participate in making important decisions about teaching and learning in the school	
o the school-based governance body (NCLB school improvement committee) publishes meeting minutes in a timely fashion using varied communication tools, e.g., email, school website	
2, The NCLB school improvement committee meets regularly to review and analyze assessment results and to evaluate the school improvement plan.	

DATA COLLECTION

DOCUMENTS	Place X in box if viewed:	NOTES
Samples of NCLB Committee minutes		
Samples of protocols used in NCLB Committee meetings		

7.4 Suggested Interview Question(s) and Interviewees	
We haven't seen evidence of (insert a personalized version of an indicator or a standard here). Could you tell me where we might find it or could you tell me about it?	
Suggested Interviewees:	Place X in box if interviewed:
School Administrators	
*Teachers	
Paraprofessionals	
School Support (custodians, security, secretaries, cafeteria)	
Student Support (guidance, nurse, social worker, CST)	
Students	
Parents	
District Staff (specify)	
Other _____	

Notes from Interviews:

Possible Recommendation and Strategy	
Recommendation	
Strategy	
Research related to Strategy	

** Generic question: "We haven't seen evidence of (insert a personalized version of an indicator or a standard here). Could you tell me where we might find it or could you tell me about it?"

The individual team member charged with that standard would need to personalize the question, depending on the findings.

An example: In looking at 2.3.1 we don't find any analysis of disaggregated student assessment data or action plans based on that analysis. The specific question would be "We don't see evidence of any action plans based on the analysis of disaggregated student assessment results. Could you tell me where we might find such analysis and action plans or could you talk with me about how you use disaggregated assessment data?

	PERFORMANCE LEVELS	
4	Exemplary Level of Development and Implementation	The practice is completely implemented, systemic and coherent in every classroom, program, or role by every teacher or appropriate staff member, across the school
3	Fully Functioning and Operational Level of Development and Implementation	There is a high degree of implementation that is systemic, but it may not be coherent or of the highest quality in every classroom and by every teacher or appropriate staff member or program. (When dealing with instruction, 75 per cent or more of the staff demonstrate high quality).
2	Limited Development or Partial Implementation	The practice is of fair quality, mixed implementation, immature practice, sporadic implementation by some
1	Little Development and Implementation	The practice is of poor quality, low level of implementation, new program, by a few.
0	No Development or Implementation	No score: it is not in practice

Resources

National Forum to Accelerate Middle Grades Reform: New Jersey Schools to Watch: *Self-Study and Rating Rubric*
"Bridging the Gap between Standards and Achievement", Richard F. Elmore, 2002, Albert Shanker Institute
"The Leadership We Need", Waters and Grubb, 2004, McREL: Mid-continent Research for Education and Learning
"Interstate School Leaders Licensure Consortium (ISLLC) Standards: Education for the Future – the School Portfolio", 2000, Council of Chief State School Officers
"Planning Change for Restructuring Schools", Mid-Atlantic Comprehensive Center, 12/2006

Classroom Instruction that Works, Marzano, 2001, ASCD
The Art and Science of Teaching, Marzano, 2007, ASCD
Leadership for Learning, Carl Glickman, 2002, ASCD
The Differentiated Classroom, Carol Tomlinson, 1999, ASCD
Results Now, Schmoker, 2006, ASCD
The Basic School, Boyer, 1995, Carnegie Foundation for the Advancement of Teaching
The Learning Leader, Reeves, 2006, ASCD
Turnaround Leadership, Michael Fullan, 2006, Jossey-Bass

CAPA Descriptors, 2006, NJ DOE
        CAPA 3 Day Visit Handbook, adapted 2/2007
        CAPA 5 Day Visit Handbook, 2006

Arizona School Reform tool
The Great Maine Schools Project School Change Rubric, 2005
Pennsylvania Department of Education: 2006-2007 Review Criteria for "Getting Results!" SIP Framework, 2004